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ABSTRACT

A university-wide survey was conducted in February and March 1980 to learn the scope of research and of other academic and service activities devoted to the American Indian at Arizona State University (ASU). All of the University's major academic units responded. Only two of the major colleges (College of Architecture and College of Business Administration) had no Native American-related activities. Responses (most of which have been updated) are arranged alphabetically by college, library, or other academic and service units. Information for each college is listed by departments, courses, research, and community services. The ASU Ad Hoc Committee on Native American Programs' purpose, members, and goals are included, as well as ASU's American Indian enrollment statistics, and ASU's Native American student services, organizations, and activities. (AH)

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A SURVEY REPORT CONDUCTED BY ARIZONA STATE UNIVERSITY

Sponsored by the
Ad Hoc Committee on
Native American Programs
Arizona State University
Tempe, Arizona

A SURVEY REPORT OF NATIVE AMERICAN PROGRAMS AND RESEARCH CONDUCTED BY ARIZONA STATE UNIVERSITY

SPONSORED BY THE
AD HOC COMMITTEE ON
NATIVE AMERICAN PROGRAMS

ARIZONA STATE UNIVERSITY
TEMPE, ARIZONA 85287
MAY 1981

Acknowledgement

This survey of American Indian activities at Arizona State University is the inspiration and product of a number of people. As editor of the project, Robert Esse of the Center for Public Affairs received guidance and assistance in collecting data from the other members of the Ad Hoc Committee on Native American Programs. Their efforts over the past year are gratefully acknowledged. At the same time, little would have been accomplished without the encouragement and financial resources of a number of the University's deans. For supporting the project through its many stages, special thanks go to Dean Robert Stout of the College of Education, Dean Ismael Dieppa of the School of Social Work, Dean Nicholas Henry of the College of Public Programs and Dean Guido Weigend of the College of Liberal Arts.

Arizona State University has been given the mission of analyzing, classifying and communicating the cultural richness of the American Indian in the Southwest, while reaching out to Indian communities with a wide array of educational opportunities. Over the years the University's colleges and departments have added programs to provide for those needs. But because each unit of the University was making its own effort on behalf of American Indians, the overall effect of these efforts was not evident to those on the outside; thus ASU heard, "What is being done?" This report is intended to answer that question and to provide a framework for shaping future activities.

In pursuing these objectives, then, the Ad Hoc Committee anticipates that this project will stimulate discussion not only at ASU, but also among

opinion leaders within both Indian and non-Indian communities. The result, hopefully, will be to bring focus and discipline to a growing body of knowledge.

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ARIZONA STATE UNIVERSITY

AD HOC COMMITTEE ON NATIVE AMERICAN PROGRAMS

Purpose

The Ad Hoc Committee on Native American Programs is composed of American Indian and other interested faculty and students from Arizona State University. Its primary purpose is to conduct a comprehensive inventory of American Indian-related courses, faculty, student activities, sponsored projects and programs at ASU. This information will serve to guide the planning of additional activities for Native Americans, both on campus and in local communities.

Members	Title and Department
Donald Bahr	Professor, Anthropology Department
Syd Beane	Director, American Indian Projects, School of Social Work
Phyllis Bigpond	Director, Phoenix Indian Center
Robert Esse	Project Coordinator, Native American Public Administration Program, Center for Public Affairs
Don Grissom	Director, Alcohol Education Center, College of Education
Georgia Hall	Associate Professor, School of Social Work
Obadiah Harris	Assistant Dean, Continuing Education
Roselyn Horace	Coordinator, Native American Students Program, Dean of Students Office
John Lewis	Director, Inter-Tribal Council of Arizona
Douglas Martin	Coordinator of Program Development, Center for Indian Education, College of Education
Wayne Mitchell	Assistant Professor, American Indian Projects, School of Social Work

Ad Hoc Committee on Native American Programs (continued)

Native American Students Association	Arizona State University
Kathleen Sands	Assistant Professor, English Department
Gabriel Sharp	Project Coordinator, American Indian Projects, School of Social Work
John J. Sullivan	Assistant Professor, Special Education Department
John Tippeconnic	Director, Center for Indian Education, College of Education
Dick G. Winchell	Director, Native American Public Administration Program, Center for Public Affairs

Goals

The goals of the committee are as follows:

To strengthen American Indian student recruitment.

To strengthen American Indian student retention and support services.

To identify American Indian student needs on and off campus.

To identify American Indian program resources on and off campus.

To coordinate American Indian programs on and off campus.

To formulate a University-wide American Indian policy statement.

To encourage the development of American Indian policy statements within University colleges and departments.

To provide support for ongoing American Indian programs and services at Arizona State University.

To assist in establishing an ASU Indian program coordinator and advisory committee.

To develop an American Indian research center within the University.

To increase the number of American Indian faculty in tenure-track positions within the University.

INDIAN-RELATED PROGRAMS AND ACTIVITIES

In serving the varied populations of Arizona, Arizona State University has undertaken a broad range of instructional, research and service activities which focus on Native Americans. In 1978-79, in fact, external funding for Indian-related research at ASU came to nearly $1.5 million--or almost 10 percent of the University's total sponsored projects income. By contrast, American Indian students at ASU comprise only about one percent of the total student body.

The following University-wide inventory was conducted in February and March of 1980 to learn the scope of this research and of other academic and service activities devoted to the Native American.* In charge of the survey were Dean Robert Stout of the College of Education, Dean Ismael Dieppa of the School of Social Work and Assistant Dean Obadiah Harris of University Continuing Education. All of the University's major academic units responded; following is a compilation of the responses (which in most cases have been updated).

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*Obviously, much of the work conducted at ASU, while not directly related to American Indians, will have an ultimate or indirect application to Indian communities. A prime example of such work is the solar development efforts of the Colleges of Architecture and Engineering and Applied Sciences; these activities are not listed herein but of course will have relevance to both Indian and non-Indian energy users.

College of Architecture

Departments:	Architecture, Design Sciences, Planning
Courses:	None
Research:	None
Community Service:	None

College of Business Administration

Departments:	Accounting, Administrative Services, Economics, Executive Development, Finance, Health Services Administration, Management, Marketing, Quantitative Systems
Courses:	None
Research:	None
Community Service:	None

College of Education

Departments: Counselor Education, Educational Administration and Supervision, Educational Psychology, Educational Technology and Library Science, Elementary Education, Higher and Adult Education, Secondary Education, Special Education

Courses:

Indian Education

IED 411 Foundations of Indian Education

Historical development of Indian affairs and Indian education, including contemporary educational issues, traditional Indian concepts of education and Indian cultures. Instructors: Tippeconnic, Gill.

IED 422 Methods of Teaching Indian Students

Philosophies, methodologies, and materials used in Indian education. Examination of local and tribal classroom materials. Experimentation with new teaching concepts. Instructors: Tippeconnic, Gill.

IED 424 Curriculum and Practices for Indian Education

Curricula, philosophies, and research in Indian education. Techniques for curriculum development, change, and improvement. Instructors: Tippeconnic, Gill.

IED 425 Anthropological Applications in Indian Education

Values and cultural assumptions with their impact on Indian education. Case study approach in understanding social and cultural factors. Instructors: Tippeconnic, Gill.

IED 433 Counseling the Indian Student

Techniques and methods used in counseling, with emphasis on understanding Indian cultures and values. Experimentation with new counseling concepts. (Prerequisite: IED 411.) Instructors: Tippeconnic, Gill.

College of Education (continued)

IED 490 Problems of Teachers of Indian Students

Current issues, trends and problems encountered by teachers. Viable solutions discussed. Research reviewed and evaluated. (Prerequisite: IED 411.) Instructors: Tippeconnic, Gill.

IED 498 Pro-seminar: Administration and Management of Indian Education

Examine administrative practices, federal, state and tribal law, court decisions, personnel, program and fiscal management. Instructors: Tippeconnic, Gill.

IED 498 Pro-seminar: Development of Indian Cultural and Language Materials

Provide a cultural/language approach to curriculum development. Examine philosophies and materials used in bicultural/bilingual curriculum. Instructors: Tippeconnic, Gill.

IED 511 Community Schools in Indian Education

Development, implementation, and administration of Indian community schools. Techniques and methods for effective school-community relations. Instructors: Tippeconnic, Gill.

IED 522 Education of Indian Adults

Development and implementation of Indian adult education, including program selection, content, and ingredients of successful programs. Instructors: Tippeconnic, Gill.

IED 544 Role of Tribal, State, and Federal Government in Indian Education

Examine responsibilities and relationships of each agency in the operation of Indian education programs. Analyze legislation, financial resources, and tribal control. Instructors: Tippeconnic, Gill.

IED 594 Workshop in Indian Education

Practical approaches to teaching Indian students. Curriculum and materials development, community involvement, current issues and research examined. Instructors: Tippeconnic, Gill.

College of Education (continued)

For the Undergraduate Catalog: Special Courses: IED 492, 493, 494, 497, 498, 499, 580, 583, 584, 590, 591, 592, 593, 594, 598, 599

For the Graduate Catalog: Special Graduate Courses: IED 500, 580, 583, 584, 590, 591, 592, 593, 594, 598, 599, 600, 680, 683, 684, 690, 691, 692, 693, 700, 783, 784, 790, 791, 792, 799

Research and Community Service:

Indian Education

The Center for Indian Education (CIE) was established in the College of Education in 1959. Programs in education and anthropology were offered to undergraduate students majoring in elementary or secondary education. The Center was the result of plans formulated by Dr. G. D. McGrath, Dean of the College of Education, and Dr. I. W. Stout, Dean of the Graduate College. Dr. Robert Roessel served as the first director of the Center. Preliminary objectives of CIE included an academic program to prepare teachers of Indian children, research liaison capacity, recruitment and counseling, and leadership improvement. The Center was placed in the Special Education Department in 1961. At that time, the degree of Master of Arts in Education was established.

In 1960, the First Annual Indian Education Conference was held. The conference provided a forum for tribal leaders and educators to discuss Indian education concerns. In 1961, the first issue of the quarterly Journal of American Indian Education was published by the Center. The Journal is now published three times a year (see the following section). In 1966, at the request of the Navajo Tribe, the Center assisted in the establishment of Rough Rock Demonstration School. From 1967 to 1971, CIE sponsored an All Indian Upward Bound Project. And in 1967 CIE assisted in the organization of Dawa Chindi, an Indian student organization on campus, now known as the Native American Students Program. The program, offering advisement, tutoring, and counseling for Indian students attending Arizona State University, was moved to the Dean of Students Office in 1972-73.

From ASU's Center for Indian Education have come other Indian-related activities. For example, John F. Kennedy ushered in the spirit of voluntary service as exemplified by the Peace Corps. Arizona State University became the first Peace Corps training site to provide a portion of practicum work in the field where students could experience a cultural environment different from the American mainstream. Several Peace Corps groups were exposed to the culture of Indian people living in small rural communities on the Gila River Reservation. As one result of these contacts, Indian people on the Gila River Reservation asked why Peace Corps personnel could not be permanently assigned to reservation communities. This expressed desire had a considerable impact in the creation of a domestic Peace Corps, now known

College of Education (continued)

as VISTA (Volunteers in Service to America). At the outset of VISTA Arizona State University became involved in training VISTA workers to serve on Indian reservations throughout the United States. In fact, 15 VISTA groups were trained at ASU over a period of two and a half years. VISTA initially functioned under the auspices of the Office of Economic Opportunity (OEO). Other Indian programs also had their origin with OEO, such as Indian community development and Head Start programs. ASU had an OEO-funded Indian Community Action Program (ICAP) for five years, from 1965 to 1970, when the ICAP programs were moved from the universities.

During the 1970s the Center was involved in providing special instruction and research workshops, developing education institutes and demonstration schools, preparing training manuals for schools and conducting tours of nearby urban and reservation schools. From 1977 to 1980, the Native American Leadership Program, sponsored by the Center, supported 60 American Indian graduate students pursuing education degrees. In 1979, the Bilingual Education Service Center (BESC) began providing technical assistance and resources in bilingual/multicultural education to local school districts, colleges and universities, state departments of education and Indian tribes. BESC's service area covers Arizona, Utah, Nevada and Southern California. Among its services, BESC provides program-development assistance, aid in creating instructional media materials, parental-involvement training, curriculum-development training and computer searches in bilingual education.

The Center for Indian Education in 1980 was placed in the Elementary Education Department. The academic program now includes 12 Indian education courses. Future goals of the Center revolve around the growing demands and concerns of the urban Indian and reservation populations. These demands emphasize the development of longitudinal studies in contemporary issues in Indian education, expansion of consultant activities, and an increase in publications and resource materials. As a result, the Center's primary objectives focus on providing research and disseminating information.

The Center for Indian Education has made significant contributions in the past and will continue to make significant contributions to Indian education in the future.

Journal of American Indian Education

The Journal of American Indian Education was established in 1961 by Dr. Robert A. Roessel, Jr. and Dr. Bruce S. Meador. The current editor is Dr. John Tippeconnic, Director of the Center for Indian Education. It is the only professional educational journal currently in circulation aimed at collecting and preserving a record of the progress made in American Indian education. Research articles published by the Journal either deal directly with educational topics and practices or relate to Indian cultural and historical events which have educational implications.

College of Education (continued)

The Journal is circulated to over 650 libraries, schools, universities, government agencies and individuals in the United States and foreign countries. It is also available on microform and microfiche. Regular subscribers receive the Journal in January, May and October of each year.

Among topics regularly featured in the Journal:

* Research on contemporary American Indian educational issues, such as bilingual education and English as a second language.

* Perspectives on U.S. government policies regarding the legal relationships and socio-economic conditions of American Indians.

* Coverage of current workshops, conferences and conventions related to American Indian education.

* Statistical information concerning current and past American Indian education.

College of Engineering and Applied Sciences

Schools: Engineering

Divisions: Agriculture, Construction, Technology

Departments: Aerospace Engineering and Engineering Science, Chemical and Bio Engineering, Civil Engineering, Electrical and Computer Engineering, Industrial and Management Systems Engineering, Mechanical and Energy Systems Engineering

Courses: None

Research Community & Service:

The College maintains a Minority Programs Office for the benefit of minority engineering students. Recruitment and retention programs, along with various financial aids, are available to incoming and continuing engineering students.

With financial assistance from private industry, the Minority Programs Office sponsors seminars, conferences and workshops to expose minority students to the field of engineering. One such orientation seminar is the annual summer institute for minority high school students interested in engineering. Four one-week programs, each oriented toward a particular minority group, include presentations by leading ASU and Valley engineers, laboratory demonstrations and tours of local engineering firms. The telephone number of the Minority Programs Office is 965-6905. Coordinator for Minority Programs is Mr. Juan S. Bautista.

The Division of Agriculture recently established a Center for Arid and Tropical New Crop Applied Science and Technology (NEWCAST). NEWCAST was formed in conjunction with the U.S. Department of Agriculture, U.S. Department of the Interior and U.S. Department of Commerce/Minority Business Development Agency. The purpose of NEWCAST is to carry out projects to commercialize arid and tropical plants in the United States and selected less-developed countries. By doing so, NEWCAST aims to develop viable crop agribusinesses that provide business opportunities, jobs and income for the rural poor. In pursuing this objective, the ASU Division of Agriculture will provide technological and training assistance and engage in research and development.

A grant awarded by the Department of Interior will enable NEWCAST to assist several Arizona Indian tribes in commercializing jojoba plants. Priority will be given the San Carlos Apache Tribe; assistance also will be given the Salt River, Fort McDowell, Ak-Chin, Gila River, Papago and Pascua Yaqui Indian communities. Director of NEWCAST is Mr. William Miller.

College of Fine Arts

Departments: Art, Dance, Music, Theatre

Courses:

Art

ART 110 Introduction to American Indian Art

History of American Indian art in North, Central and South America to the time of European contact.

ARH 403 Pre-Columbian Art

American Indian art from central Mexico to South America, and from its origins to the time of European contact. (Course prerequisites required.)

ARH 404 North American Indian Art

American Indian art from northern Mexico to Alaska. (Course prerequisites required.)

ARH 405 Southwest Indian Art

American Indian art in the Southwestern states from its origins to the present day. (Course prerequisites required.)

ARH 494 Special topics, where appropriate.

ARH 498 Pro-Seminar

Undergraduate seminar. Problems or criticism in American Indian art. (Approval of instructor required.)

ARH 591 Seminar

Graduate seminar. Problems or criticism in American Indian art. (Approval of instructor required.)

Music

MHL 494 North American Indian Music

The meaning of North American Indian music with an emphasis on the Southwest. Instructor: R. Haefer.

Research: None

College of Fine Arts (continued)

Community Service:

Laura Bolton Collection of Musical Instruments
J. Richard Haefer, Director

This collection, housed in the Music Building, contains more than 300 musical instruments of folk, traditional and art music cultures from around the world. It includes about three dozen sound instruments from North American Indian cultures.

Southwest Tape Archive
J. Richard Haefer, Director

While this collection of tapes, housed in the Music Building, includes recordings from around the world, it concentrates on Indian and non-Indian music of the American Southwest. What is probably the world's most complete collection of Pima-Papago music is assembled here, along with music from other native cultures of the American Southwest.

University Art Collections
Rudy Turk, Director

The University Art Collections, housed in Matthews Center, owns several hundred artifacts made by American Indians. They include 130 Navajo rugs, 29 pieces of pottery made by Maria Martinez (San Ildefonso), 23 pictorial works (prints or paintings) by R. C. Gorman, 34 works by Fritz Scholder and various single works or small series by other Indian artists, some famous and some anonymous.

College of Law

Courses:

LAW 706 American Indian Law

An examination of legal problems relating to the Native American and to Indian tribes. Principal areas of concentration include federal, state and tribal jurisdiction; powers of tribal governments; Indian water law; Indian treaty and property rights; federal services to Indians; Indian rights vis a vis federal, state and tribal governments. Instructor: W. Canby.

Research: None

Community Service: Professor William Canby has served as a consultant in reviewing the criminal codes for the Gila River, Colorado River and White Mountain Apache tribes. Funding for this work was provided by a grant to the tribes from the Law Enforcement Assistance Administration (LEAA).

As a participant in the American Indian Law Training Project in Albuquerque, Professor Canby helped to design a short course in Indian law for legal service attorneys dealing with Indian legal matters. Funding was provided by the Federal Legal Service Corporation.

College of Liberal Arts

Departments: Aerospace Studies, Anthropology, Botany and Microbiology, Chemistry, English, Foreign Languages, Geography, Geology, Health, History, Home Economics, Mathematics, Military Science, Philosophy, Physical Education, Physics, Political Science, Psychology, Religious Studies, Sociology, Speech and Hearing, Zoology

Courses:

Anthropology

ASB 231 Archaeological Field Methods

Excavation of local archaeological sites. Instructor: F. Plog.

ASB 320 Indians of Arizona

Traditional cultures as well as the development of contemporary political, economic and educational conditions among Arizona Indians. Instructor: J. Martin.

ASB 321 Southwestern Ethnology
Cultures of contemporary Indians of the Southwest and their historic antecedents. (Course prerequisites required.) Instructor: J. Martin.

ASB 334 Arctic Anthropology

Past and present Aleut-Eskimo prehistory, origins, physical features, adaptations and cultures. (Course prerequisite required.)

ASB 335 Southwestern Anthropology

Past cultures in the Southwest and their relation to present peoples using archaeological, ethnological and linguistic evidences. Environmental and resource utilization through the ages. Instructor: A. E. Dittert.

ASB 337 Archaeology of Mesoamerica

Pre-conquest cultures and civilizations of Mexico. (Course prerequisites required.)

College of Liberal Arts (continued)

ASB 355 American Indian Views of Man

The main historical and geographical groupings of religious material from North America (including Mexico). Myths, ritual and prose teachings, oral and written. Instructor: D. Bahr.

ASB 356 Aspects of Southwest Indian Religion

Selected topics of general interest in which new interpretative work is taking place. Emphasis on comparisons between tribes with regard to topics such as mythology, calendrical rituals, curing, drama, etc. Instructor: D. Bahr.

ASB 412 History of Anthropology

Historical treatment of the development of the culture concept and its expression in the chief theoretical trends in anthropology between 1860 and 1950. (Course prerequisites required.) Instructor: D. Bahr.

ASB 418 Indian Reservations Today

Problems of reservation life, relationships between on- and off-reservation Indians. Instructor: J. Martin.

ASB 421 The North American Indian

Archaeological, ethnological and linguistic relationships between North American Indians. Does not include Middle America. (Course prerequisites required.) Instructor: D. Bahr.

ASB 422 Archaeology of North America

Origin and development of prehistoric Indians of North America up to the historic tribes. Does not include the Southwest. (Course prerequisites required.) Instructor: J. Schoenwetter.

ASB 424 Indians of Mesoamerica

Historic tribes and folk cultures. (Course prerequisites required.) Instructor: D. Bahr.

College of Liberal Arts (continued)

ASB 432 Mythology

How "myth" emerged as a concept in Western civilization. "Mythic world view" as a supposed feature of primitive cultures. Methods for studying mythic and other texts collected from spoken traditions. (Course prerequisites required.) Instructor: D. Bahr.

ASB 498 Southwestern Archaeology

Instructor: F. Plog.

ASB 532 Graduate Field Anthropology

Independent research on a specific anthropological problem to be selected by the student in consultation with the faculty. (Course prerequisites required.) Instructor: D. Bahr.

ASB 591 Seminar: Burial Practices

Instructor: C. Merbs

ASM 291 The Biology of Race

Instructor: C. Merbs

ASM 345 Disease and Human Evolution

Instructor: C. Merbs

ASM 553 New World Physical Anthropology

ASM 554 Southwestern Physical Anthropology

English

ENG 357 Introduction to Folklore

ENG 359 American Indian Literature

Examines traditional and contemporary Native American literature forms. Instructor: K. Sands.

American Indian lore and literature also are examined in the English Department's independent study, discussion, special reading and field work courses.

College of Liberal Arts (continued)

Geography

GCU 421 — Geography of Arizona and Southwestern United States

The spatial distribution of relevant physical, economic and cultural phenomena of the Southwest. Instructor: M. Comeaux.

GCU 362 — Geography of Food and Famine

Spatial distribution of relevant physical, economic and cultural factors influencing food production. Analysis of worldwide production and consumption patterns. American Indian component. Instructor: L. Mayland Parker.

GCU 401 — Geography of Third World Agriculture

American Indian component. Instructor: L. Mayland Parker.

PLANNED — Geography of Native Americans

Instructor: L. Mayland Parker.

PLANNED — Geography of American Indian Agricultural and Economic Development. Instructor: L. Mayland Parker.

History

HIS 362 — The American Indian

History of the American Indian with emphasis on the government's Indian policy and the impact of the white man on tribal culture. Instructor: R. Trennert.

HIS 428 — Arizona

Emergence of the state from early times to the present. American Indian component. Instructor: L. Tambs.

HIS 498 — Pro-Seminar

American Indian history is examined.

College of Liberal Arts (continued)

Religious Studies

REL 330 Native American Religious Traditions
REL 331

A world view and religious thought presented through the art, architecture, literature, music, mythology, and folklore of representative North American Indian tribes. Instructor: S. Gill.

REL 430 Native American Mystical Traditions

Consideration of Native American mystical practices such as shamanism, vision quest, dreaming, divination and the use of medicines and drugs such as peyote. (Course prerequisites required.)

REL 435 Problems in Native American Religions

An indepth consideration of selected problems in Native American religions. (Course prerequisites required.) Instructor: S. Gill.

Research and Community Service:

Anthropology

Dr. Donald Bahr in 1979-80 was director of a project that explored the social and economic impact of solar electricity on a Papago community. Funding was provided by NASA and the U.S. Department of Energy.

Dr. Elizabeth Brandt has conducted research, in conjunction with Dr. Michael Dorman of the Center for Speech and Hearing, on hemisphere specialization in the brain. The project, funded by a faculty research grant, seeks to discover whether Native Americans have speech and language mechanisms residing in the right rather than the left hemisphere of the brain. Dr. Brandt also has conducted research on Apache oral history.

Dr. John Martin is exploring Havasupai marriage patterns, family cycles and male-female ratios and their possible effects on land inheritance among tribal members. Dr. Martin and a research assistant also are conducting bilingual-education research on the Fort McDowell Indian Reservation.

Dr. Charles Merbs has undertaken projects that examine health, disease and dying among early Indian cultures. Sites for this work include Winslow, Arizona; the San Diego Museum of Man; and a prehistoric archaeological site in Florida. Funding is provided by the National Science Foundation. Another area of interest to Dr. Merbs is the Indian diet and its effect on health and disease. Along with these activities, Dr. Merbs has participated in a joint venture between ASU, the Hopi Tribe and the Coconino National

College of Liberal Arts (continued)

Forest to establish an archaeological site in the Coconino National Forest where people may engage in archaeological research and discuss Indian archaeology with members of the Hopi Tribe.

Under a grant from the National Science Foundation, Dr. Fred Plog is examining the settlement and eventual abandonment of the Chavez Pass Region. A related project, also supported by the NSF, provides computer analyses of the natural and social factors affecting prehistoric settlement patterns among Indian tribes in the Southwest.

Office of Cultural Resource Management
Department of Anthropology
Glen Rice, Director

Since its inception in 1974, the Office of Cultural Resource Management has undertaken 324 research projects totaling $1,164,250.00 and focusing on Indian culture. Some 284 were "small" projects with a budget of under $4,000.00. The remaining 40 were "large" projects, some running for over a year and with budgets in the hundreds of thousands of dollars. Most of the materials have been prehistoric in nature, although a significant minority have dealt with 19th and 20th century materials.

Many of the projects have been conducted on Indian reservations, with most of the rest taking place on public lands such as national forests. It is generally the land-owning body (for example, a tribe or the Forest Service) that contracts for the project. Several of the Office's projects have employed Indians as archaeological excavators or as consultants on historic materials.

The main purpose of the projects is scholarship: the giving of expert opinion on the nature and significance of the materials, and often on steps that should be taken to preserve them. The opinions sometimes are given simply as reports to the contracting agencies. In addition, the Department of Anthropology has two series of publications where OCRM studies have appeared.

Anthropology Museum
Department of Anthropology
Minnabell Laughlin, Curator of Holdings

Holdings in the Anthropology Museum include approximately 4,000 prehistoric and 200 historic artifacts made by American Indians, as well as thousands of pot sherds, stone fragments and the like. Among the Museum's prehistoric holdings are 500 Hohokam, 150 Casas Grandes (Mexican) and 75 Salado pots along with 400 items of Hohokam shell and turquoise jewelry. Among the historic holdings are collections of Plains Indians' beadwork, basketry from various Arizona tribes and a collection of Seri (Mexican) shell and turquoise jewelry.

College of Liberal Arts (continued)

The Museum has the original records on each of the 2,000 archaeological sites that have been surveyed or excavated by members of the Department of Anthropology. About 10 percent of those sites are on Arizona Indian reservations, while most of the rest are prehistoric Arizona Indian occupations not on present-day reservations.

Also housed in the Museum are copies of the 26 doctoral dissertations and 109 master's theses (or "publishable papers") produced to date by members of the Anthropology Department. The bulk of these papers pertain to prehistoric or historic Indians, in particular Arizona Indians.

English

Dr. Kay Sands is co-author of Native American Women in a Changing World: Their Lives as They Told Them, an analysis of the autobiographies of American Indian women. Dr. Sands also is conducting autobiographical research with Helen Sekaquaptewa of the Hopi Tribe, as well as research into the folklore of such tribes as the Yaqui and Papago.

History

Dr. Robert Trennert is examining the history of off-reservation boarding schools for Indian students. As part of this work, Dr. Trennert has taken a sabbatical to examine historical records in the National Archives on Indian Education. Funding is provided by National Education in the Humanities. Dr. Trennert recently was chairman of a committee which proposed the formation of a Center for Southwest Studies at ASU; however, no definite plans for its organization are being considered at this time.

Religious Studies

Under a program funded by the Lilly Endowment, the Religious Studies Department conducted two major symposia: Religious Character of Native American Humanities and Native American Religions and Religious History. Funds also were used to bring in consultants such as Alfonso Ortiz to assist in the development of culturally sensitive approaches to the study of Native American religions. Dr. Sam Gill was salaried for three years from foundation funding, and additional monies provided support for research assistants and occasional speakers on Native American religion.

Dr. Gill's recent research on Navajo prayer has been published by the Greenwich Press. He also is examining the use of visual symbols among Navajos in transmitting cultural and religious beliefs. Dr. Gill recently edited a collection of Native American religious texts as well as a book titled The Rainbow Way, a series of essays by Indians and non-Indians on religious and cultural beliefs of Native Americans.

College of Liberal Arts (continued)

Speech and Hearing

In collaboration with Dr. Elizabeth Brandt of Anthropology, Dr. Michael Dorman is exploring evidence that Native Americans may have speech and language mechanisms residing in the right rather than left hemisphere of the brain. Funding for the work is being provided by a faculty research grant.

College of Nursing

Courses:

NUR 591 Cultural Aspects of Healing

A study of various approaches to the healing process. American Indian component. Instructor: V. Evaneshko.

Research: Dr. Veronica Evaneshko has served as a consultant in the development of health-planning and health-education projects on a number of reservations, including Fort McDowell and Navajo in Arizona and Wind River in Wyoming.

Community Service: Dr. Evaneshko has provided health-care training to the nursing staff of the Phoenix Indian Medical Center.

In the first two years of student training, a nursing-support group provides minority and disadvantaged students with peer support, counseling and study-skill training in order to retain students who otherwise might drop out of the nursing program.

Undergraduate nursing students participate in clinical laboratory course work at the Phoenix Indian Medical Center and at health clinics in such communities as Guadalupe.

Graduate nursing students also may work in Indian communities and Indian health facilities, although these services have not been provided on a regular basis.

College of Public Programs

Departments: Communications, Criminal Justice, Journalism and Telecommunications, Leisure Studies, Public Affairs

Courses:

Public Affairs

PAF 591 Seminar: Tribal Government

An examination of the history, evolution, function and structure of Indian units of government and how tribal governments and councils have coped with their changing responsibilities and structure, primarily in the past half-century. Discussion focuses on how tribal governments have met and dealt with Indian-related issues and how these issues are being addressed today on reservations.

PAF 598 Special Topics: Law and Tribal Government

The statutory and legislative responsibilities of Indian units of government. Emphasis is placed on the roles of the Navajo Tribal Council, judiciary and chairman.

Since 1978, the Center for Public Affairs has offered 30 public administration classes at the Navajo Tribal Training Center in Window Rock, capital of the Navajo Nation. Standard practice in these classes is to apply theory to the administrative and planning needs of the Navajo Tribe. A variety of administrative workshops also have been offered, including training in local governance for elected officials of several of the tribe's 108 chapters.

Research and Community Service:

Public Affairs

Alone or with others, Mr. Dick Winchell has researched and written on such topics as: (1) tribal-specific health planning; (2) the vital role of community colleges in the development of Indian leaders; (3) social interaction of Yavapai youth (his Ph.D. dissertation topic); (4) the conflict between the Bureau of Indian Affairs and the Fort McDowell Indian Community over the proposed Orme Dam; (5) a proposed career-ladder structure that would facilitate the entry of Native Americans into any level of post-secondary education; (6) the necessity for new Indian-housing policies at the federal level. Mr. Winchell also is a member of a Scottsdale Community College advisory committee which has planned, and continues to guide, the activities of the college's year-old Tribal Management Program.

Mr. Robert Esse is coordinator of a statewide assessment of the need among tribes for the type of management and public-administration instruction that the Center for Public Affairs has offered on the Navajo Nation

College of Public Programs (continued)

since 1978. The results of the study are being prepared in a report, scheduled for completion in May 1981, which will assist Native Americans and Arizona State University in planning training efforts on reservations and at urban Indian organizations.

The assessment is funded by a Title IX grant from the U. S. Department of Education that also provides fellowship support for campus study by six Native American students of the Center for Public Affairs. In all, ten Native Americans are enrolled in the Center's Master of Public Administration degree program; of those, as many as four may graduate in 1981.

School of Social Work

Courses:

SWG Native Americans and Alcoholism

The course is designed to increase student understanding of alcohol use and abuse, alcoholism, drinking attitudes, defenses, consequences and community drinking patterns, with particular emphasis on Indian communities. Consideration also will be given to the role of the helping person in developing and implementing strategies for treating alcoholism. Instructors: W. Mitchell and Y. Red Horse.

Research and Community Service:

American Indian Projects

American Indian Projects, established in 1977 as a unit of the School of Social Work, provides educational, research and community services in bringing the School's mission to American Indian populations of the Southwest. AIP presently conducts two federally funded programs. The American Indian Community Health Program seeks to: (1) recruit American Indian undergraduate and graduate students into the School of Social Work; (2) develop social work curricula that inspire in students the sensitivity and skills necessary for effective social service delivery to American Indian populations; and (3) assist reservation and urban Indian agencies in coordinating social services.

AIP also conducts the Native American Alcoholism Program, whose objectives are to: (1) provide undergraduate courses related to the prevention and treatment of Native American alcoholism as well as to the administration of alcoholism programs; (2) recruit and provide financial aid to Native American social work students specializing in the problem of Native American alcoholism; and (3) provide technical training to the Arizona Indian Alcoholism Alliance.

AIP has produced a number of curriculum monographs, including "Social Work Practice with American Indians," "Alcohol Use in the Indian Community," "A Conceptual Framework for the Study and Analysis of Indian Communities," "Education for Social Work Practice with American Indian Families," and "Traditional and Non-Traditional Community Mental Health Services with American Indians." Video tape and filmstrip materials also have been produced in the areas of Indian aging, alcoholism and mental health.

Workshops conducted by AIP have focused on Indian adolescent and family counseling techniques, alcohol and the Indian adolescent, traditional Navajo and Apache mental health services, and past and present Native American healing practices. AIP faculty also provide technical assistance to reservation and off-reservation community groups in such areas as program

School of Social Work (continued)

evaluation, staff development, counseling techniques, case management and administration.

In the 1980-81 school year there were 24 Indian students enrolled in the undergraduate social work program and 14 Indians enrolled in the graduate program.

A ten-member community advisory committee, comprised of representatives of Indian tribes and organizations, assists AIP in the development of program activities.

Director of AIP is Mr. Syd Beane, former executive director of the Phoenix Indian Center and Affiliation of Arizona Indian Centers. In addition to directing the academic and service activities of AIP, Mr. Beane serves on a number of boards and commissions (including the position of Vice President of the Phoenix Indian Center), and has acted as consultant to several Indian tribes and organizations. Mr. Beane is co-host of KTVK-TV's "21st Century Native Americans," and has written extensively on the role of community organizations and federal programs in serving off-reservation Indians.

Dr. Wayne Mitchell serves as coordinator of AIP's Native American Alcoholism Program (described above). In that capacity he teaches classes and workshops in Native American alcoholism and assists in providing financial aid for Native American social work students specializing in the problem of Native American alcoholism. Dr. Mitchell formerly was employed as a social worker by the Phoenix Indian Medical Center and Phoenix Indian High School. He has participated in various conferences on Indian alcoholism and mental health, and is affiliated with several Indian service organizations.

As project coordinator at AIP, Mr. Gabriel Sharp recruits Indian students, provides technical assistance to Indian tribes and instructs and advises social work students completing their practicum. Mr. Sharp has been employed in various capacities by a number of Indian organizations, including Colorado River Indian Tribes, Umatilla River Indian Reservation in Oregon, U.S. Public Health Service, Indian Upward-Bound Project at ASU's College of Education, and the Havasupai and Salt River Indian reservations. He has participated in workshops on such topics as racial awareness, Indian culture, suicide from the Indian perspective and the use of English by minority students.

Dr. Georgia G. Hall, whose research interest is the cross-cultural aspects of aging, currently is producing a sound-slide series entitled "Working with American Indian Elders." The project is conducted in cooperation with the National Indian Council on Aging. In addition, Dr. Hall and American Indian Projects in 1979 produced "Years Without Numbers," a 40-minute video tape in which an 84-year-old Papago woman discusses her life as she makes pottery in her home in Topawa on the Papago Reservation. Dr. Hall regularly addresses Indian communities and Indian and medical

School of Social Work (continued)

conferences on the necessity for providing culturally relevant services to the Indian elderly.

University Library

The Arizona Room houses a number of special collections of American Indian materials. However, because these collections are not utilized to a great extent, several are in danger of being redistributed throughout the Library. Among holdings in the Arizona Room:

-Papers of Dr. Carlos Montezuma, a famous Yavapai spokesman for Indian rights.

-Hayden biographical files which include a large number of original documents pertaining to the Hayden family's relationship with local Indian tribes.

-American Indian book collections comprised of historical materials on Native Americans.

-Photograph collections, in particular an extensive Apache collection by Sammy Jones.

-Taped oral histories by, among others, Tony Dukapoo (a Hopi), Elsie Severance on Dr. Montezuma and Sigrid Khera on the Yavapai Indians.

-Papers of the American Indian Historical Society.

-Tribal newspapers.

-Microfilm histories on the Indian Wars from the National Archives collection.

-Early government reports on tribal relations.

-Ray Ruppe collection of anthropological papers.

Along with the Arizona Room, the Documents Library contains a substantial body of Indian-related material published by the Government Printing Office. In Special Collections are rare and valuable works relating to American Indians, such as the multi-volume Curtis Collections with beautifully done portfolios. The University Library also is in possession of catalogs from special libraries that provide information on the availability of Indian-related materials for interlibrary loan.

The Library's subject specialist for anthropology, Ms. Carol Ruppe, is working to build the American Indian collection in anthropology, books as well as microforms. In addition, Ms. Ruppe is compiling two Indian-related reference guides: the first, scheduled for completion in summer 1981, lists the Library's collection of Native American literature and research material by subject area, and the other gives brief biographies of Native American artisans and craftsmen working in Arizona and New Mexico. The latter is being compiled in cooperation with the Heard Museum under a grant from the Arizona Humanities Council.

Other Academic & Service Units

Administrative Services

No specialized programs or services for American Indian students.

Center for Environmental Studies

No specialized programs or services for American Indian students.

Army Reserve Officer Training

No specialized programs or services for American Indian students.

Student Health Service

No specialized health-related programs are offered for Native American students. However, in-patient (hospitalization) and out-patient referrals of Indian students are, in most cases, sent to the Phoenix Indian Hospital.

Office of Student Services

Because no specialized services for Indian students are available, the Office of Student Services refers Indian students to the Native American Students Program (in the Dean of Students Office) and meets annually with the staff of the Native American Students Program to coordinate referral and advisement activities.

Lutheran Campus Ministry

Lutheran Campus Ministry at ASU is beginning to seek out ways of being of service to Native American students. Initial contacts have been made with the Native American Students Association indicating that the Lutheran Campus Center is available for some of NASA's off-campus activities. The facility has been used by the School of Social Work for a workshop for Native American counselors on Indian reservations. Lutheran Campus Ministry also will be a source of some modest scholarships for Native American students in the near future. A scholarship fund has been set up through Lutheran Social Ministry of Arizona. Details of this fund should be available by June 1981.

The Lutheran Campus Center is located at 1414 S. McAllister in Tempe. Thomas S. Peterson is the Campus Pastor, and he can be reached at 967-3543.

INDIAN ENROLLMENT AT ASU*

The following statistical data on Indian students are based upon information which students provide at registration. It is conceivable that more American Indian students are enrolled at ASU than are shown here. Unless a student indicates he or she is Indian, the Office of Institutional Studies must record the student as non-Indian.

*Data courtesy of ASU Office of Institutional Studies, Joseph Matt, Coordinator.

Enrollment by Ethnic Origin

American Indian

Fall Semester 1977				
	New	111	Graduates	23*
	Re-admit	34		
	Continuing	171		
	TOTAL	316		
Spring Semester 1978				
	New	34	Graduates	7
	Re-admit	35		
	Continuing	229		
	TOTAL	298		
Fall Semester 1978				
	New	131	Graduates	12*
	Re-admit	44		
	Continuing	174		
	TOTAL	349		
Spring Semester 1979				
	New	44	Graduates	8
	Re-admit	18		
	Continuing	174		
	TOTAL	339		
Fall Semester 1979				
	New	147	Graduates	17*
	Re-admit	35		
	Continuing	179		
	TOTAL	361		
Spring Semester 1980				
	New	40	Graduates	10
	Re-admit	31		
	Continuing	287		
	TOTAL	358		

*Fall graduate totals include American Indians who graduated in the prior summer term.

Enrollment by Ethnic Origin
by College
Spring 1980

Indian

College	Undergraduate	Graduate	Total
Liberal Arts	87	10	97
Education	32	32	64
Business Administration	57	5	62
Engineering and Applied Sciences	31	6	37
Architecture	2	0	2
Law	0	3	3
Public Programs	15	4	19
Nursing	17	1	18
Social Work	22	13	35
Fine Arts	18	3	21
	281	77	358

Following is more detailed information on American Indian students enrolled at ASU in the Spring 1980 semester.

American Indian Profile
Spring 1980

Class	Male	Female	Total
Freshman	29	27	56
Sophomore	25	26	51
Junior	27	50	77
Senior	45	52	97
Graduate	22	32	54
Unclassified Undergraduate	4	1	5
Unclassified Graduate	11	7	18
TOTAL	163	195	358

American Indian Profile
Spring 1980

Class	Part-time	Full-time	Total
Freshman	3	53	56
Sophomore	5	46	51
Junior	5	72	77
Senior	8	89	97
Graduate	22	32	54
Unclassified Undergraduate	5	0	5
Unclassified Graduate	14	4	18
TOTAL	62	296	358

American Indian Profile
Spring 1980
Full-time

Class	Male	Female	Total
Freshman	29	24	53
Sophomore	21	25	46
Junior	25	47	72
Senior	42	47	89
Graduate	9	23	32
Unclassified Undergraduate	0	0	0
Unclassified Graduate	2	2	4
TOTAL	128	168	296

American Indian Profile
Spring 1980
Part-time

Class	Male	Female	Total
Freshman	0	3	3
Sophomore	4	1	5
Junior	2	3	5
Senior	3	5	8
Graduate	13	9	22
Unclassified Undergraduate	4	1	5
Unclassified Graduate	9	5	14
TOTAL	35	27	62

American Indian Profile
Spring 1980

CGPA	Students	CGPA	Students	CGPA	Students	CGPA	Students	CGPA	Students	CGPA	Students
0.23	1	1.79	1	2.19	1	2.57	1	3.04	1	3.54	1
0.35	1	1.80	1	2.20	2	2.59	1	3.06	1	3.58	1
0.50	1	1.82	1	2.22	2	2.60	3	3.0[illegible]	1	3.60	5
0.58	1	1.83	2	2.23	1	2.61	2	3.1[illegible]	1	3.65	1
0.60	2	1.85	1	2.24	1	2.62	2	3.14	2	3.67	1
0.63	1	1.86	2	2.25	6	2.63	1	3.15	1	3.73	1
0.67	1	1.88	1	2.27	1	2.64	3	3.17	1	3.78	1
0.75	1	1.89	1	2.29	2	2.65	1	3.18	1	3.88	1
0.86	1	1.90	1	2.30	4	2.66	1	3.20	1	4.00	2
1.00	3	1.91	1	2.31	1	2.67	1	3.21	2	No data	63
1.18	1	1.93	2	2.32	1	2.68	2	3.22	2		
1.20	1	1.95	1	2.33	4	2.69	4	3.23	1	TOTAL	358
1.25	2	1.96	1	2.34	2	2.70	1	3.24	1		
1.26	1	1.97	3	2.35	2	2.75	4	3.25	1		
1.30	1	1.99	2	2.37	1	2.76	1	3.26	1		
1.36	2	2.00	12	2.38	2	2.77	1	3.27	2		
1.47	1	2.04	3	2.40	2	2.78	1	3.28	1		
1.48	1	2.05	3	2.41	2	2.79	3	3.29	1		
1.49	1	2.06	1	2.42	2	2.80	2	3.30	1		
1.50	2	2.07	2	2.43	1	2.82	1	3.32	2		
1.51	1	2.08	2	2.44	1	2.83	1	3.33	1		
1.52	1	2.10	3	2.45	3	2.84	1	3.37	1		
1.55	1	2.11	2	2.46	3	2.86	1	3.39	1		
1.56	1	2.12	2	2.47	1	2.89	2	3.40	2		
1.60	3	2.13	1	2.48	2	2.90	1	3.42	3		
1.67	2	2.14	2	2.50	6	2.92	4	3.44	3		
1.71	1	2.15	3	2.52	1	2.93	1	3.45	2		
1.75	2	2.16	3	2.53	3	2.96	1	3.46	2		
1.76	3	2.17	2	2.54	1	2.98	1	3.47	1		
1.77	1	2.18	4	2.55	2	3.00	18	3.50	2		

American Indian Profile
Spring 1980

Actual Age	Students	Actual Age	Students
18	3	37	6
19	31	38	4
20	28	39	3
21	28	40	3
22	31	41	4
23	36	42	4
24	26	43	3
25	16	44	3
26	18	45	4
27	8	46	2
28	13	47	1
29	15	48	2
30	7	50	1
31	9	51	1
32	12	52	1
33	11	53	1
34	6	54	1
35	8	56	1
36	7	TOTAL	358

STUDENT SERVICES, ORGANIZATIONS, ACTIVITIES

Native American Students Program

The goal of the Native American Students Program at ASU is to provide services which promote success in the student's learning experience. As a resource unit of the Dean of Students Office, the program provides advisement and individual counseling in the following areas:

Admissions
Academics
Financial Aids
Housing
Adjustment to University
Student Conduct

Additional functions of the office include high school visitation and orientation, dissemination of information useful to new and continuing Native American students at ASU, and liaison between the University and Native American communities.

The Native American Students Program strives to assist each student in developing meaningful experiences with other students, faculty and administrators, as well as adjusting socially in the higher education environment.

The office of the Native American Students Program is located in Matthews Center, Room 138, and the telephone number is 965-6547. Coordinator of the program is Ms. Roselyn Horace.

Native American Students Association

As a recognized campus organization, the Native American Students Association (NASA) seeks to inspire an understanding of the academic, political, social and general interests of its members. Central to this effort is the goal of promoting good will and unity among American Indian students at ASU. The club presently numbers some 100 members representing tribes from throughout the country.

A major function of NASA is an annual Culture Week held in April and open to the University and community alike. Awareness of Native American culture is highlighted by special speakers, symposiums, films, traditional dance and drum groups, fashion shows and good Indian food.

Meetings of NASA are held every Wednesday during the school year to plan social functions, student elections, sports activities, fund-raising projects and community activities.

Native American Students Association (continued)

NASA President Benjamin Atencio describes NASA as "many different things to the members, and the chance to learn and grow in this organization is limitless. The value of this knowledge and insight cannot be measured except by the new strength brought to the club each semester." NASA's office is located in the Memorial Union, Room 208-J.

Upward Bound

Many Native American students participate in ASU's Upward Bound project, a federally funded program designed to assist low-income high school students in developing the skills and motivation necessary for success in postsecondary studies. In addition to receiving academic instruction and career and personal counseling, twelfth graders in the program are provided assistance in obtaining admission to and financial aid at an appropriate postsecondary institution.

Upward Bound provides a staff of teaching and counseling personnel who work with participants on Saturdays during the school year. A summer component consists of six weeks in residence on the ASU campus, during which students receive classroom instruction as well as exposure to community activities and cultural events.

To be eligible for Upward Bound, a high school student must:

1) be a United States citizen or permanent resident;

2) be age 14 through 27;

3) have completed the ninth grade and not yet entered the twelfth grade, or be a dropout who is committed to completing high school;

4) demonstrate academic potential, but be unlikely to apply or be accepted for admission to a postsecondary institution;

5) be from a family whose income does not exceed the income guidelines established by the federal government (eligibility is determined by income tax records, W-2 forms or assistance verification letters).

Financial Assistance

Student aid at ASU includes private, institutional, state and federal scholarships, as well as grants, loans and various employment programs.

The Financial Aids Office, located in Matthews Center, assists qualified students in obtaining financial aid to the extent that funds are available. The application process for financial aid is separate from admission, requiring a different set of applications.

The following are general eligibility requirements for most types of financial aid:

1. Only students who are United States citizens, nationals, or permanent residents are eligible for financial aid.

2. Students must be in good standing and making satisfactory progress toward a degree.

3. Students must be carrying at least a half-time academic workload for most federal aid programs and a full-time academic workload for scholarships.

4. Students must be attending ASU in the spring and/or fall semester to be eligible for financial assistance.

5. Need must be clearly established. To determine financial need, ASU uses the American college Testing Program Family Financial Statement (FFS). However, the College Scholarship Service Financial Aid Form (CSS-FAF) will also be accepted.

For all applicants, the Arizona Student Data Form must be completed. The following types of financial aid require additional or separate applications: Federally Insured Student Loan (FISL); Law Enforcement Education Program (LEEP); Bureau of Indian Affairs/tribal funds; and selected scholarship funds.

A variety of financial aids are available to ASU students. Among them:

Basic Educational Opportunity Grant (BEOG)
Supplemental Educational Opportunity Grant (SEOG)
College Work-Study Employment (CWS)
National Direct Student Loan (NDSL)
Federally Insured Student Loan (FISL)
Law Enforcement Education Program Loan (LEEP)
Law Enforcement Education Program Grant (LEEP)
Nursing Student Loan
Bureau of Indian Affairs Grant

Financial Assistance (continued)

State Student Incentive Grant (SSIG)
Veterans Educational Loan
Migrant Opportunity Program (MOP)
Tribal Scholarships

Following is a listing of financial awards issued to Native American students studying at ASU in the 1979-80 academic year.

A REPORT FROM PATRICIA CRONEMEYER
FINANCIAL AIDS OFFICER, FINANCIAL AIDS OFFICE
1979-80

FUNDING FOR INDIAN STUDENTS
FROM FEDERAL, STATE AND OTHER SOURCES

Source	Number of Awards	Amount
Bureau of Indian Affairs	224	$504,495
Basic Educational Opportunity Grant	214	195,411
Supplemental Educational Opportunity Grant	76	70,560
National Direct Student Loan	11	6,527
Nursing Loan	1	1,450
Nursing Grant	2	1,600
Federally Insured Student Loan	28	48,640
College Work Study	11	11,222
State Student Incentive Grant	14	6,050
Arizona State Student Incentive Grant	3	3,000
Regents Scholarships	34	17,600
Non-ASU Scholarships (includes other tribal grants)	29	23,728
Private Scholarships	8	4,215
Total Awards	655	$894,498